



**EDCI 521.6LM (CRN: 81175):
CURRICULUM DEVELOPMENT FOR LANGUAGE LEARNERS
FALL 2012
September 12th -December 19th**

Credit Hours: 3.0	Class Meetings: Wednesdays 5pm-8:00pm
Professor: Dr. Eirini Gouleta	Place: LCPS, Sully Elementary, Room 400
Office: Thompson Hall, Room 2604	Office Hours:
Tel: (703) 993-4015	By appointment, before or after class, and
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COURSE DESCRIPTION

This course examines current approaches to curriculum development for language learners and language minority students. Participants review, evaluate, and develop curricular materials, with emphasis on learner-centered activities, cooperative learning, interdisciplinary and thematic approaches, authentic and problem-based learning, integration of language and content, and linkage to standards, assessment and instruction.

COURSE DELIVERY

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles including face to face and online sessions. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of performance based assessments. It also includes power point presentations, cooperative learning activities, hands-on experiences, and video presentations. The on line portion of the course is delivered through the Blackboard 9.1™ web-based course management system.

REQUIRED TEXTS

Richards, J. C. (2010). *Curriculum development in language teaching*. (13th ed.). Cambridge University Press

Echevarria, J., Vogt, M., & Short, D., (2008). *Making content comprehensible for English learners: The SIOP Model*. (3rd ed.). Pearson Education

Chamot, A. (2009). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. (2nd ed.). Pearson Education

RECOMMENDED READINGS

- Boyd-Batstone, P. (2006). *Differentiated early literacy for English language learners: Practical strategies*. Pearson Education
- Brown, H.D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (2nd ed.). White Plains, NY: Longman
- Brown, H. D. (2000). *Principles of language learning and teaching*. (4th ed.). Addison Wesley Longman
- Chamot, A., Barnhardt, S., Beard El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook*. Addison Wesley Longman
- Echevarria, J. & Graves, A. (2007). *Sheltered content instruction: Teaching English language learners with diverse abilities* (3rd ed.). Pearson Education Inc.
- Gonzalez, V. (1999). *Language cognitive development in second language learning: Implications for children and adults*. Allyn and Bacon
- Hall Haley, M. & Austin, T.Y. (2004). *Content-based second language teaching and learning: An interactive approach*. Pearson Education
- Herrera, S.G. & Murry, K.G. (2005). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students*. Boston, MA: Pearson Education
- Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning
- O'Malley, J.M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners*. White Plains, NY: Addison Wesley Longman
- Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success*. Pearson Education
- Richard-Amato, P.A. & Snow, M.A. (2005). *Academic success for English language learners: Strategies for K-12 mainstream teachers*. Pearson Education
- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2)

STUDENT OUTCOMES & PROFESSIONAL STANDARDS

Students completing EDCI 521 will be able to:

1. *Conduct a Needs Assessment* to determine students' priority learning needs
2. *Review, Evaluate, and adapt Instructional Materials* that will help students meet their learning needs
3. *Write learning objectives and plan activities* that meet three goals: language functions, learning strategies, and content area achievement
4. *Develop assessment activities* that measure student progress and provide students with feedback in relation to the learning goals and outcomes
5. *Incorporate various quality teaching practices* into daily class routines
6. *Apply standards and curriculum frameworks* to the development of curriculum units
7. *Design interdisciplinary Thematic Units, Standards-based Activities, or Instructional Materials* that help students meet learning needs
8. *Use instructional technology* in designing curriculum, preparing for course activities, and for communicating with fellow classmates and the instructor

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATIONS

1. *Diversity*. Candidates learn the basic concepts and develop the necessary skills to ensure that diversity issues are reflected in curriculum and syllabi
2. *Classroom teaching*. Candidates demonstrate skills and competency in teaching students from different backgrounds and varying learning styles
3. *Knowledge base for teaching in diverse and inclusive classrooms*. Candidates learn the fundamental concepts pertaining to the teaching of culturally, linguistically, socio-economically diverse and exceptional students
4. *Utilization of research*. Candidates critically evaluate curriculum and materials for English language learners and incorporate research findings in their own or others' teaching practices
5. *Curriculum*. Candidates develop the skills needed to design, implement, and evaluate curriculum, materials, and programs to enable them to work comfortably with English language learners
6. *Reflective, Research-based Practice*. Candidates engage in reflective, research-based practice and constantly incorporate their findings and understandings in improving their own teaching

Relationship of EDCI 521 to INTSAC Principles:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matters meaningful for students

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

TESOL Standards:

- *Describing language (Std. 1a).* Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- *Planning for Standards-Based ESL and Content Instruction (Std. 3a).* Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
- *Managing and Implementing Standards-Based ESL and Content/Instruction (Std. 3b).* Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.
- *Using Resources Effectively in ESL and Content Instruction (Std. 3c).* Candidates are familiar with a wide range of standards-based materials, resources, and

technologies, and choose, adapt, and use them in effective ESL and content teaching.

Academic Standards:

The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what ESL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Licensure courses are also aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

Assignments and Due Dates:

Assignment	Grade Value in Points	Due Date of the Assignment
Class Participation	10	On going
Needs Assessment	30	October 10 th
Materials Review and Evaluation	25	November 7 th
Student Presentations	5	November 7 th and 14 th
Curriculum Development Project (PBA)	35	December 12 th

Expectations from Students:

- All assignments are due on the date indicated in the syllabus. ***A hard copy of all assignments must be handed to the professor on the due date.***
- ***Projects which are Performance Based Assessments (PBA) must be submitted to the TASKSTREAM portal no later than 11:59pm EST on the due date. Late assignments will not be accepted unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.***
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Expectations for Online classes: To get full credit every week in an on-line version of the course, the following should be completed by 12am on the last day listed on the syllabus (on some instances work has to be completed by WEDNESDAY of that week. Please refer to timeline for specifics).

- Complete the readings at the beginning of the week and go back to them during the week and the rest of the course to back up your opinions and comments.
- Post or respond to a post from another student reacting critically and analytically to one of the readings.
- You are required to post three times each week: first time post your response to the topic/question (by Friday noon EST); second time respond to other students comments (by Monday noon EST); and third time post your closing comments (by Wednesday noon EST)
- Review/work through PowerPoint.
- Comment on the activities based on what you are learning. Some of the activities for the week will appear on the syllabus and additional ones will be posted on Blackboard.
- Go over your classmates' answers and comments to questions and activities and respond as directed.
- You always have the opportunity of posting additional comments or questions on the discussion board.
- Follow guidelines as outlined in participation rubric below

GRADING

<http://jiju.gmu.edu/catalog/apolicies/gradstandards.html>

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Register's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

ESL Students & The Professional Development Portfolio and Elementary Students and The Anthology

The Professional Development Portfolio and the Anthology is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: **Bridging the Divide**, the **Philosophy of Education** paper, the **Field Experience Log** and **Evaluation Forms**, and the **Equity Paper**. Licensure candidates

must post this to Task Stream, where it will be reviewed and graded. For more information, please see the FAST TRAIN website:

http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf

Campus Resources:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Absences:

FAST TRAIN students are expected to attend *all* class periods of courses for which they registered. Students should make every effort to contact the professor ahead of an absence. Only approved (see Mason catalog) absences will not result in a grade penalty.

Plagiarism:

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6th edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code; it is grounds for dismissal from the program and from GMU.

Additional Course Policies:

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

COURSE REQUIREMENTS

I. Attendance and Participation (10 points)

Participation and discussion are expected of each student in every class. You are responsible for all assigned readings. If there is an emergency that affects your attendance, please inform the professor. Lateness to class will result in point deductions. Attendance means coming to class on time and staying until the end of class and actively participating in discussion. It is the responsibility of the student to obtain copies of any materials distributed in any class s/he has missed.

CLASS PARTICIPATION RUBRIC

Exceeds the Standards	Meets the Standards	Approaches the Standards
<p>Attends and participates fully (comes well prepared) to each and every class- stays the entire time.</p> <p>Regularly asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings.</p> <p>Actively participates and substantively contributes in all small group activities.</p>	<p>Attends and participates most of the time (comes well prepared most of the time) to each class.</p> <p>Occasionally asks/answers questions and/or makes observations that indicate reflection and analysis appropriate to topic, lecture, or assigned readings.</p> <p>Actively participates in many small group activities. Some contributions are of a substantive nature.</p>	<p>Misses class once, is somewhat prepared and participates some of the time.</p> <p>Rarely asks/answers questions or makes comments that indicate familiarity with topic, lecture, or assigned readings.</p> <p>Rarely participates in meaningful way in small group activities.</p>

II. Needs Assessment (30 points)

This will include a “Needs Assessment” of the students for which the Curriculum Development Project is designed (Standard 3b). The purpose of the “Needs Assessment” is to assist candidates in their efforts to create effective and appropriate lessons for students; determining student needs is vital prior to the planning of a lesson to maximize the opportunities for student success. The Needs Assessment should be about 2-3 pages, 12 pt, and double-spaced (APA style 6th ed.). Candidates will present their findings from the Needs Assessment in class in a short presentation (5-8 minutes).

- Candidates must describe their current teaching status and the procedures used to collect the data for the needs assessment.
- The needs assessment must include a description of the following: the school, the grade level, number of students, and program of instruction, socioeconomic status, native language, and level of English proficiency, prior schooling, and special learning needs.
- In addition to learners’ characteristics, describe learners’ needs in terms of:
 - (a) language development (reading and writing levels in English);
 - (b) language functions’ needs (for example, students may need to develop their language skills in order to be able to “describe,” “inform,” “analyze,” “debate,” “clarify,” “justify,” etc.);
 - (c) learning strategies (metacognitive, cognitive, and/or socio-affective); and
 - (d) content area knowledge (appropriate for their grade level and district curriculum).
- After describing students’ learning needs, discuss the implications for designing and delivering the Curriculum Development Project explaining how students’ needs will be met (with what language activities, learning strategies, and content area instruction).

NEEDS ASSESSMENT RUBRIC

Exceeds the Standards	Meets the Standards	Approaches the Standards
The needs assessment describes the program in a comprehensive manner and provides descriptive evidence of data collection procedures. It describes in a comprehensive manner the program of instruction, the learners’ characteristics and their needs with respect to their language functions,	The needs assessment adequately describes the program and provides adequate evidence of data collection procedures. It describes the program of instruction, the learners’ characteristics and their needs with respect to their language functions, learning strategies, and content area needs. It discusses some	The needs assessment somewhat describes the program and provides some descriptive evidence of data collection procedures. It somewhat describes the program of instruction, the learners’ characteristics and their needs with respect to their language function, learning strategies, and content area needs. It does not discuss adequately the

learning strategies, and content area needs. It discusses specific implications for the development of the thematic unit. It makes reference to literature, is free from grammatical and technical errors and follows APA style.	implications for the development of the thematic unit. It makes some reference to literature, has few grammatical and technical errors and follows APA style.	implications for the development of the thematic unit. It does not make reference to literature, and has several grammatical and technical errors and follows APA style.
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III. Materials Review and Evaluation (25 points)

You will select at least four different types of instructional materials (ex. textbooks, trade books, educational websites, computer software, curriculum guides). You will review and evaluate the materials in terms of their layout, engagement, multicultural perspectives, and adaptability. You will prepare a two pages (two-sided) handout for distribution to the class. Your handout may be in a form of a graphic organizer, chart, table, etc. (Be creative!) In your handout you will briefly describe your students and their learning needs (with respect to their language functions, learning strategies, and content area needs). You will explain how the materials will be used in order to meet your students' needs. You will prepare a 15 minute presentation sharing your materials review and evaluation with the class.

MATERIALS REVIEW RUBRIC

Exceeds the Standards	Meets the Standards	Approaches the standards
The student selected and evaluated in a comprehensive manner following all the guidelines of the assignment at least four different types of instructional materials. The student discussed the suitability of the materials in teaching his/her second language learners with respect to their language functions, learning strategies, and content area needs and the specific implications for using these	The student selected and evaluated in an adequate manner following most of the guidelines of the assignment at least four different types of instructional materials. The student somewhat discussed the suitability of the materials in teaching his/her second language learners with respect to their language functions, learning strategies, and	The student selected and evaluated following few of the guidelines of the assignment at least three different types of instructional materials. The student did not discuss adequately the suitability of the materials in teaching his/her second language learners with respect to their language functions, learning strategies, and content area needs and the implications for using these materials in the curriculum project. The student did not present the materials in an

materials in the curriculum project. The student presented the materials in an excellent manner following all of the guidelines of the oral presentation rubric below.	content area needs and some implications for using these materials in the curriculum project. The student presented the materials in an adequate manner following most of the guidelines of the oral presentation rubric below.	adequate manner and did not follow most of the guidelines of the oral presentation rubric below.
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PRESENTATION RUBRIC FOR MATERIALS REVIEW

Criteria	Exceeds the Standards	Meets the Standards	Approaches the Standards
Clarity of ideas/materials presented	The presentation is well organized and follows an understandable and clear structure. The audience understands the main objective of the presentation and the materials used (handouts, overheads, PowerPoint, posters) strongly support the content of the presentation.	The presentation is somewhat organized but lack an understandable structure and clarity. The audience has some difficulty following the flow of the presentation and identifying the main objective. Materials were moderately used and supportive of the content.	The presentation lacks organization, structure, and clarity. The audience has difficulty following the flow of the presentation and identifying the main objective. Materials used do not support the content of the presentation.
Class involvement and engagement	The presenter does an excellent job of keeping the audience involved and engaged in the presentation. Activities exercises and/or interactive discussions are used to appropriately reflect the main objective of the	The presenter does an adequate job of keeping the audience involved and engaged in the presentation. Activities and exercises do not always reflect the main objective of the presentation. More lecture and less interactive	The presenter has difficulty keeping the audience involved and engaged in the presentation. Activities and exercises are not used and interactive discussion with the audience is not encouraged.

	presentation.	discussion is used.	
Enthusiasm and presentation style	Presenter is enthusiastic about his/her topic and is energetic in his/her presentation. Presenter displays both comfort and confidence in his/her presentation style. He/she uses good eye contact, a strong voice tone and appropriate movement.	Presenter is somewhat enthusiastic about his/her topic, but show lower energy in his/her presentation. Presenter displays some lack of comfort in his/her presentation style. Eye contact and appropriate movement and voice tone are not consistently displayed.	Presenter lacks enthusiasm and energy in his/her topic. Presenter shows a substantial lack of comfort in his/her presentation style. Eye contact and appropriate movement and voice tone are not displayed.

IV. Curriculum Development Project (35 points)

- Lesson Plans must follow the SIOP lesson plan format. Candidates must make reference to the Cognitive Academic Language Learning Approach (CALLA) lesson plan model and to the SIOP Model;
- Lessons must show evidence that candidates have successfully integrated and taught the desired skills focusing on the language functions, learning strategies, and content area needs of your students;
- Lessons must include hands-on activities, scaffolding, special accommodations, and technology;
- Develop at least two (2) teacher-made handouts and have a means of evaluating (assessing) what the students have learned with respect to the language functions, learning strategies, and content area objectives;
- Resource identification: Annotated bibliography listing the resources used to develop the unit, as well as the texts and other resources used with students. Annotations must include a brief description of the resource (picture book, professional book, museum, website, experienced colleague, bulletin board, etc.) and a brief explanation of how it will be utilized (Standard 3c);
- Multiple texts and resources related to the topic—books, articles, poems or songs, pictures, and websites must be utilized. Audio and video recordings are suggested, but not required. Create a chart indicating which language aspect or aspects of the unit topic are addressed by each text or resource. In addition, include the genre and reading level for each text. These materials must span reading levels from beginning first grade to 2-3 grades above the target grade for the unit (Standards 3c);

- In outline or web format, indicate the topics/subtopics that will be addressed within each language and content area, the language and content objectives, the standards to be addressed, and the activity to be used (Standard 3c);
- Launch Activity: An introductory activity/lesson to spark interest in the unit (Standards 3a, 3b).

Note: a truly integrated lesson will address an appropriate objective for each of the language areas and content areas being addressed in the lesson;

- Across the two lessons, there should be evidence of the use of multiple instructional techniques and grouping arrangements including cooperative learning and hands-on experiences (Standards 3a, 3b, 3c);
- Each lesson should have an assessment component and the unit would benefit from having a pre- and post-assessment activity (Standards 4a, 4b);
- An in-depth analytical critical reflection on both the product and process, and
- A letter written to parents and guardians telling them about the unit of study, including suggestions for what they could do at home to support or supplement the unit. The letter should support students in more than one language. (Standard 5b).

This is the PBA for this course. It MUST be posted to TASKSTREAM
The Curriculum Development Project will synthesize the readings and class discussions to create a standards-based curriculum unit.
<p>Section A</p> <p>Introduction describing your own educational background, philosophy and experience; the context of the school and its programs; summarizing the students' needs; explaining why this unit was chosen (this can be based on your Student Needs Analysis assignment).</p>
<p>Section B</p> <p>Overview of the unit in chart or graphic format, including:</p> <ol style="list-style-type: none"> 1. Grade Level/Age of students 2. Content Area/Unit/Topic 3. English Language Proficiency Levels 4. Essential Question(s) 5. Standards <ol style="list-style-type: none"> a) Language b) Content 6. Key Academic Vocabulary 7. Sample Language Activities <ol style="list-style-type: none"> a) Receptive <ol style="list-style-type: none"> 1) listening 2) reading b) Expressive <ol style="list-style-type: none"> 1) speaking

- 2) writing
- 8. Strategies to help students facilitate tasks
 - a) Cognitive
 - b) Metacognitive
 - c) Social/Affective
- 9. Plans for Differentiation/Scaffolding
- 10. Assessments
 - a) Initial
 - b) Formative
 - c) Summative
- 11. Materials and Resources
- 12. Classroom organization/grouping plan

Section C
Lesson plan 1 for introducing the unit to students

Lesson plan 2 for continuing or concluding the unit
 (both lesson plans should use one of the SIOP lesson plan formats in Echevarria Appendix b)

Section D
 In-depth and analytical **Written reflection** on both the product and process (200-250 words)

Exceeds the Standards	Meets the Standards	Approaches the Standards
Exceptionally clear and well-structured so that information is very easily accessible	Very clear and well-structured so that information is easily accessible	Generally clear and well-structured so that information is reasonably accessible

CURRICULUM PROJECT RUBRIC

Exceeds the Standards	Meets the Standards	Approaches the Standards
The curriculum project describes in a comprehensive manner the school context and programs for ELLs, and the findings from the needs assessment following descriptive evidence of data collection procedures. It describes the program of instruction, the learners' characteristics and their needs. It includes knowledge gained from the materials	The curriculum project describes in an adequate manner the school context and programs for ELLs, and the findings from the needs assessment following descriptive evidence of data collection procedures. It describes the program of instruction, the learners' characteristics and their needs. It includes knowledge gained from the materials	The curriculum project does not describe in a comprehensive manner the school context and programs for ELLs, and the findings from the needs assessment and it does not follow descriptive evidence of data collection procedures. It describes the program of instruction, the learners' characteristics and their needs but with gaps and omissions. It

<p>review and evaluation and incorporates materials and resources appropriate for the English language level of students with respect to curriculum and content area needs. The lesson plans follow the required format and include assessment methods and teacher made worksheets and handouts. All components of Sections A, B, C, and D are addressed comprehensively. The curriculum project makes reference to literature, education theory and practice, TESOL and learning standards. It provides a list of references, is free from grammatical and technical errors, and follows APA style.</p>	<p>review and evaluation and incorporates materials and resources appropriate for the English language level of students with respect to curriculum and content area needs but not in a comprehensive manner. The lesson plans follow at the most part the required format and include assessment methods and teacher made worksheets and handouts that are satisfactory. All components of Sections A, B, C, and D are addressed adequately. The curriculum project makes some reference to literature, education theory and practice, TESOL and learning standards. It provides a list of references, is almost free from grammatical and technical errors and follows APA style.</p>	<p>includes some knowledge gained from the materials review and evaluation and it incorporates materials and resources but not appropriate for the English language level of students with respect to curriculum and content area needs. The lesson plans do not follow for the most part the required format and do not include assessment methods and teacher made worksheets and handouts. All components of Sections A, B, C, and D are not addressed adequately. The curriculum project makes no reference to literature, education theory and practice, TESOL and learning standards. It does not provide a list of references, is not free from grammatical and technical errors and does not follow APA style correctly.</p>
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WRITING STYLE RUBRIC (For All Papers)

Approaches the standards	Meets the standards	Exceeds the standards
<p>The paper has multiple and is turned in on time. Multiple errors:</p> <ol style="list-style-type: none"> 1. Grammar 2. Punctuation 3. Spelling 4. Syntax <p>The paper follows APA format (6th edition) with <u>multiple errors</u>:</p> <ul style="list-style-type: none"> • Running Head • Page headers • Byline and affiliation • Font and Size • Spacing • Heading levels • Reference/citations • Appendix (if needed) <p>The assignment does not meet most of the requirements and has multiple errors:</p> <ul style="list-style-type: none"> • Title • Page limit • Reference section • Conclusion 	<p>The paper has minimal errors and is turned in on time. Minimal errors:</p> <ol style="list-style-type: none"> 1. Grammar 2. Punctuation 3. Spelling 4. Syntax <p>The paper follows APA format (6th edition) with <u>minimal errors</u>:</p> <ul style="list-style-type: none"> • Running Head • Page headers • Byline and affiliation • Font and Size • Spacing • Heading levels • Reference/citations • Appendix (if needed) <p>The assignment meets most of the requirements with minimal errors:</p> <ul style="list-style-type: none"> • Title • Page limit • Reference section • Conclusion 	<p>The paper is free of errors and is turned in on time. Correctly contains:</p> <ol style="list-style-type: none"> 1. Grammar 2. Punctuation 3. Spelling 4. Syntax <p>The paper follows APA format (6th edition) with <u>no errors</u>:</p> <ul style="list-style-type: none"> • Running Head • Page headers • Byline and affiliation • Font and Size • Spacing • Heading levels • Reference/citations • Appendix (if needed) <p>The assignment meets all requirements:</p> <ul style="list-style-type: none"> • Title • Page limit • Reference section • Conclusion

PROPOSED CLASS SCHEDULE

Class	Topic	Assignments and Readings Due
Week 1	Introductions– Review Syllabi and course requirements. Developing Curriculum for English Language Learners Overview of the CALLA and SIOP Model	Obtain professional teaching standards (they can be found on the INTASC, TESOL, ACEI, and ACTFL websites) and the learning standards of your school, school district, and/or state
Week 2	Teaching content to ELLs Content Objectives vs. Language Objectives Sheltered instruction and Lesson Preparation Conducting a Needs Assessment	Chamot, Ch. 1 and 2 Echevarria et. Al. Ch. 1 & 2
Week 3	From Syllabus to Curriculum Learning Strategies Building background knowledge Providing comprehensible input.	Richards, Ch. 1 and 2 Chamot, Ch. 4 Echevarria et. Al. Ch. 3 & 4
Week 4	Situation and Needs Analysis Language functions Teaching Academic Language Instructional Strategies	Richards, Ch. 3 and 4 Chamot, Ch. 3 Echevarria et. Al. Ch. 5
Week 5	Planning goals and learning outcomes Curriculum and syllabus design Differentiating Instruction Reviewing, evaluating, and selecting instructional materials Presentations of Needs Assessment	Richards, Ch. 5 and 6 Needs Assessment Due, October 10th
Week 6	Effective Teaching Assessment criteria for teaching practice Presentations of the Needs Assessment	Richards, Ch. 7 Echevarria et. Al. Ch. 6
Week 7	Interaction and grouping strategies Cooperative Learning Activities Manipulatives and Hands on activities	Chamot, Ch. 5 Echevarria et. Al. Ch. 7
Week 8	The role and design of instructional materials Evaluation and adaptation of textbooks	Richards, Ch. 8

Week 9	Lesson Delivery Alternative Assessments Indicators of Review Presentations of Materials Review	Chamot, Ch. 6 Echevarria et. Al. Ch. 8 & 9 Materials Review Due, November 7th
Week 10	Language Difference vs. Disability Program models for ELLs Presentations of Materials Review	Chamot & O'Malley, Ch. 8 Echevarria et. Al. Ch. 10
Week 11	Developing curriculum and lesson plans in math, science, language arts, and social studies for English Language Learners	Chamot, Ch. 9, 10, 11, 12
Week 12	Approaches to evaluation Formative, illuminative, and summative evaluation Procedures for conducting evaluations	Richards, Ch. 9
Week 13	Be prepared to present your Curriculum Project and Reflections Presentations of the Curriculum project	Curriculum Project Due, December 12th
Week 14	Course Wrap up and Evaluations Scoring and interpretation of the Sheltered Instruction Observation Protocol model.	Echevarria et. Al. Ch. 11

*** Handouts and additional readings will be posted; you are responsible for reading and discussion.*